

The Day the Crayons Quit

A RIF GUIDE FOR EDUCATORS

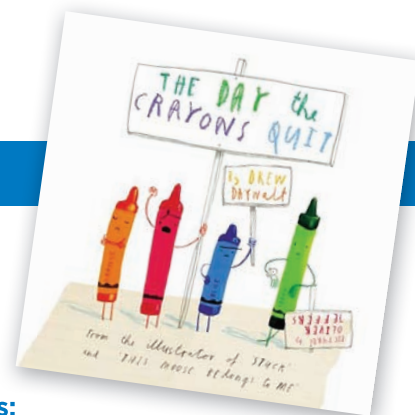
Themes: Persuasive Writing, Opinion, Group Conflict

Book Brief: Duncan has a serious problem—his crayons have quit! Read the letters in this book to find out why all Duncan's colors have run.

Author:
Drew Daywalt

Illustrator:
Oliver Jeffers

Content Connections:
Language Arts, Art, Social Studies



TIME TO READ!

BEFORE WE READ, LET'S LOOK AT...

The Cover: Have students make predictions about the book based on the title and

the cover illustration. What are the crayons doing? Why are they holding signs? What do the signs on the back cover say?

The Pictures: Flip briefly through the pictures. What do students notice about the format of the book? Who do they think wrote the letters?

Prior Knowledge: What does it mean to write persuasively? Discuss the different types of writing

with the class. What is the difference between telling or recounting a story and trying to make others see things from your point of view? When would we use persuasive writing? When would we use the other types? Draw a graphic organizer on the board to show the different types of writing and the characteristics and uses of each type.

Vocabulary: creativity, occasional, overworked, stubby

Purpose for Reading: "As we read, pay attention to the *purpose* of each letter. What does each crayon want? What does each crayon think about the rest of the colors?"

WHILE WE READ

MONITORING COMPREHENSION

- ◆ Why is purple crayon upset?
- ◆ What does beige crayon color?
- ◆ Does green crayon want Duncan to use him differently?

- ◆ Who has more "proof"—yellow crayon or orange crayon?
- ◆ Why is peach crayon naked?



LET'S THINK ABOUT

Our Purpose: Make a chart on the board to show each crayon's complaint and what each crayon says about the rest of the colors. How does Duncan find a way to make every color happy without picking a side?

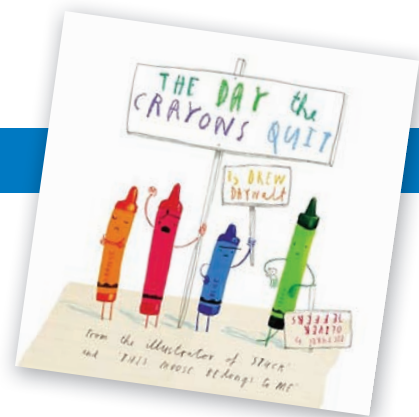
Extending Our Thinking: An author writing persuasively is trying to make the reader believe something. What should we keep in mind when we read persuasive writing? Why is it important to think about an author's purpose and point of view? Do writers always tell the truth or the whole story? What is a bias?

NOTE TO EDUCATORS

- ◆ Extension Activities for Educators also available.
- ◆ Vocabulary Scaffolding Sheet also available.

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RIF EXTENSION ACTIVITIES FOR EDUCATORS



THINK-TAC-TOE ACTIVITY OPTIONS

- ◆ Individual students can choose an activity to complete.
- ◆ Student pairs or cooperative groups can work together on a choice of their own.
- ◆ Educator can assign an activity for an individual, pairs, or groups.

<p>ON THE FLIP SIDE</p> <p>Think of a common story or fairy tale, like <i>Little Red Riding Hood</i>. On a sheet of paper, write the story down the way it's usually told. Now flip the paper over. Write the same story, but from the <i>point of view</i> of a different character (like the Big Bad Wolf, for example). How does point of view affect the story?</p> <p><i>Writing, Social Studies</i></p>	<p>LETTER TO THE EDITOR</p> <p>Think of something interesting or important that's happening in your school, neighborhood, or the world. How do you feel about it? Write a short letter like the ones in the book. Give your opinion and explain why you're right. Be sure to support your argument with facts through reasons or examples.</p> <p><i>Writing, Social Studies</i></p>	<p>WAXING POETIC</p> <p>Crayon companies give their colors creative names. Look at this list of Crayola crayon colors: www.wikipedia.org/wiki/List_of_Crayola_crayon_colors. Pick 3-5 fun color names and use them in a descriptive poem about a person, place, or thing. Draw a picture to go with your poem.</p> <p><i>Writing, Art, Technology</i></p>
<p>OUTSIDE THE BOX</p> <p>Watch this video about how crayons are made: http://science.howstuffworks.com/innovation/4269-assembled-line-crayola-crayons-video.htm. Use the facts in the video to write at least 3 word problems. Trade problems with a partner and solve!</p> <p><i>Math, Science, Technology</i></p>	<p>CRAYON CREATION</p> <p>How do you think crayons are made? Design a machine to make crayons. Draw and label a diagram of your machine to explain how it works. How many crayons can it make in a day? <i>After</i> you're done, watch the video from Outside the Box. How does your machine compare?</p> <p><i>Engineering, Technology, Art</i></p>	<p>COLORFUL CONVERSATION</p> <p>Pick three crayons. Based on their letters in the book, what might they say to each other? Write a conversation among those crayons. Share your conversation as a play, comic strip, short story, series of text messages, or in some other creative way!</p> <p><i>Writing, Art</i></p>
<p>SHADES OF GRAY</p> <p>Many mammals are partly <i>colorblind</i>, which means they don't see colors the same way most humans do. Pick a mammal and research to find out how it sees color. Draw a picture to show what the world would look like for that animal.</p> <p><i>Science, Art</i></p>	<p>TESTING, TESTING</p> <p>How can we tell if an animal is colorblind or not? We can't just ask it! Pick an animal and design an experiment to test how it sees color. Include a <i>hypothesis</i> and a step-by-step <i>procedure</i> for your experiment. How would you measure the results?</p> <p><i>Science, Writing</i></p>	<p>COLOR CONFUSION</p> <p>What color <i>is</i> the sun? Take a poll of your classmates to see if they think it's yellow, orange, or a different color. Make a chart or graph of the results. Research to find out the sun's real color. (Hint: The moon is white. Does that help us figure out the sun's color? How?)</p> <p><i>Math, Science</i></p>

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TIME TO READ!



Before reading, build background knowledge:

Do you have certain crayons or markers you always use to draw the same things? Which crayon is your favorite to use? Why?

While reading, make comparisons: Each crayon writes from its own point of view. How does each

letter tell a different side of the same story? What is the whole story?

After reading, ask questions:

- ◆ Which crayon gives the best reason for quitting?
- ◆ What else could you draw with beige?
- ◆ Who should get to color the sun—orange or yellow?
- ◆ What's special about Duncan's picture at the end of the book?

RELATED ACTIVITIES

CRANKY CRAYON SCRATCH DRAWING

Materials: white paper, crayons, black paint, brush, liquid dish soap, toothpick or paperclip

Color the whole paper with shapes and patterns. Use lots of colors and don't leave *any* white space. Mix black paint with a few drops of dish soap. Paint over the entire paper. When the paint is dry, use a toothpick or unbent paperclip to scratch out a colorful picture!

LETTER TO THE EDITOR

A letter is a great way to share your opinion. Think of something interesting or important that's happening in your school, neighborhood, or the world. How do you feel about it? Write a short letter like the ones in the book. State the issues, give your opinion, and explain (give reasons and examples) why you're right. Mail or email your letter to the local newspaper—they might print it!

PICK-A-SIDE SNACKING

Ingredients: one color of food

Which crayon do you agree with? Whose side are you on? Pick the color you think is right and show your support by eating a snack that's entirely that color. For example, to support orange, you could eat orange slices, carrot sticks, and cheese cubes. For blue, try blueberries and blue corn tortilla chips or blue fruit snacks. For rare colors, add a few drops of food coloring to milk or vanilla yogurt.



TECHNOLOGY LINK

Visit www.omsf.edu/tech/colormix.php to see what colors can do when they work together!

ADDITIONAL RESOURCES

OTHER BOOKS WRITTEN OR ILLUSTRATED BY OLIVER JEFFERS

The Great Paper Caper (2009)

Stuck (2011)

This Moose Belongs to Me (2012)



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A RIF VOCABULARY SCAFFOLD



career:

job, work



fabulous: really good, great, super



“lose it”: to get really mad or upset



outline: the edge or border of something; a line that goes around the edges of something



pebble: a very small rock or stone



“peel off”: to take off; to remove



settle: to solve or fix something; to decide



tattletale: a person who tells on someone for doing something bad



“wear out”: to use something until it is gone, tired, or broken; to use something a lot



wheat: a kind of plant that flour is made of



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A RIF GUIDE FOR COMMUNITY COORDINATORS

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TIME TO READ!

Before reading: Each crayon's letter tells a different side of the same story. As the children read, tell them to think about how Duncan finds a way to make every crayon happy without picking sides.

RELATED ACTIVITIES

CRANKY CRAYON SCRATCH DRAWING (AGES 5-12)

Materials: white paper, crayons, black paint, brush, liquid dish soap, toothpick or paperclip

Color the whole paper with shapes and patterns. Use lots of colors and don't leave *any* white space. Mix black paint with a few drops of dish soap. Paint over the entire paper. When the paint is dry, use a toothpick or unbent paperclip to scratch out a colorful picture! (Can also be done with all children working together on one large sheet of paper.)

THE WHITE STUFF (AGES 5-12)

Materials: white paper, white crayons, watercolor paints, paint brushes

Finally, a use for the white crayon! Draw a picture or design on white paper using a white crayon. Press hard to make sure your



lines are thick and waxy. Paint over the paper with watercolor paints. Watercolor paint won't stick to the crayon, so your drawing will appear!

LETTER TO THE EDITOR (AGES 8-12)

A letter is a great way to share your opinion. Think of something interesting or important that's happening in your school, neighborhood, or the world. How do you feel about it? Write a short letter like the ones in the book. Give your opinion and explain why you're right. Mail or email your letter to the local newspaper—they might print it!



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